Government of the Northwest Territories
Annual Report on the Affirmative Action Policy – 1999

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Part 1

Government/Regional Affirmative Action Information

Introduction

The Government of the Northwest Territories established the Affirmative Action Policy in 1989. This policy reflects the GNWT's commitment to a competent Public Service that is representative of the population it services.

Through the policy, the Government of the Northwest Territories gives preference in employing and promoting qualified, suitable and eligible members of designated target groups. Preference is applied to achieve representation reflective of the population.

The Affirmative Action Policy is based on six key principles:

1. Individuals have the responsibility to plan and initiate action to take advantage of Public Service employment, training and career advancement opportunities.

2. The Government of the Northwest Territories should encourage eligible members of designated groups to seek career and training opportunities in the Public Service.

3. No individual seeking employment, training or career advancement opportunities with the Public Service should be disadvantaged or discouraged by attitudinal or systemic barriers.

4. Eligible members of designated groups in the Northwest Territories will have preferred access to employment, training and career advancement opportunities in the government.

5. Affirmative Action is a positive and integral part of the human resources planning process.

6. The Public Service should serve as a model for affirmative action in the Northwest Territories.

Affirmative Action Policy Designated Groups

Four designated groups are eligible for priority status:

Indigenous Aboriginal Persons

Means those persons who are descendants of the Dene, Inuit or Metis people, indigenous to the present boundaries of the Northwest Territories and includes any Aboriginal persons resident at birth pursuant to Section 7.1 of the Vital Statistics Act and any Canadian Aboriginal persons who have lived more than half of their lives in the Northwest Territories.

Indigenous Non-Aboriginal Persons

Means those non-Aboriginal persons born in the Northwest Territories or who have lived more than half of their lives in the Northwest Territories.

Resident Disabled Persons

Means those persons who are at a disadvantage as a result of a medically certified learning, mental, emotional or physical disability which handicaps the person from taking advantage of employment, training and career advancement opportunities in a way which would not be encountered by a person without disability.

Resident Women

Means those women who have been resident in the Northwest Territories for a period of at least one year.

The first three designated groups have priority status on all competitions. In addition, women have priority status on competitions for management and non-traditional jobs.

The merit principle applies among designated groups, except in the following circumstances:

1. Priority will be assigned to qualified indigenous aboriginal persons.
2. When special measures are applied to correct a disadvantage being experienced by a specific group.

Sources of Statistics

The employee statistics in this report come from the Peoplesoft system, operated by the Financial Management Board Secretariat. They are based on December 1999 information.

Statistics from the Stanton Regional Health Board come from the Peoplesoft system. Statistics for all other Health & Social Services Boards come from the Boards. Information on occupational groups was only available from Stanton Regional Health Board so the other 414 Board employees are not included in the occupational group charts.

Employees of the following Boards are not considered government employees and are not included in the statistics:

Lutsel K'e Health and Social Services Board
Deninoo Health and Social Services Board
Hay River Health and Social Services Board
Yellowknife Education District #1
Yellowknife Catholic Schools

The general population statistics are from the Bureau of Statistics Population Estimates for 1998 (most current information).

Profile of the Northwest Territories Population

The Northwest Territories is comprised of a diverse population. These individuals live in more than 35 communities from Fort Smith near the Northwest Territories/Alberta border to Sachs Harbour on Banks Island in the Beaufort Sea.

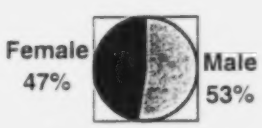
Most communities fall into one of three categories:

- large urban centre with population of 17,000+ (Yellowknife)
- medium sized towns with populations of 2,400 to 4,500 (Fort Smith, Hay River, Fort Simpson, Inuvik)
- small, more traditional communities.

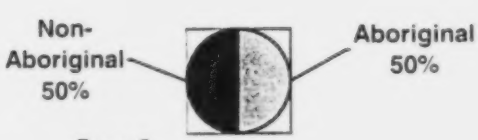
While there are frontline workers in every community, the majority of government employees are located in the larger centres.

According to the most recent Government of the Northwest Territories figures, the population is estimated to be 41,105. Of this number, 20,570 or 50.4% are Aboriginal people. It is important to note that a person who is considered Aboriginal for population estimates may not qualify for affirmative action priority as an indigenous Aboriginal person unless they meet the definition in the Affirmative Action Policy.

NWT Population Distribution by Gender



NWT Population Distribution by Aboriginal Identity



Profile of the Territorial Public Service

The Public Service of the NWT is made of up almost 3500 individuals from many diverse cultures and backgrounds. Each employee brings unique knowledge and experience to contribute to the territorial Public Service. These employees work for one of 12 departments, 11 boards, Aurora College or the NWT Housing Corporation. The departmental distribution of employees is as follows:

Department	Number of Employees	% of the Public Service
Aboriginal Affairs	29	0.8
ECE	194	5.5
Executive	60	1.7
Finance	45	1.2
FMBS	121	3.4
Health & Social Services	150	4.3
Justice	328	9.4
Legislative Assembly	28	0.8
MACA	119	3.4
NWT Housing Corporation	88	2.5
Public Works & Services	204	5.8
RWED	359	10.3
Transportation	242	6.9
Aurora College	168	4.8
Divisional Education Councils*	614	17.6
Health & Social Services Boards*	732	21.0
Total	3481	100%

* Employees of the following are not considered government employees and are not included in the statistics:

Lutsel K'e Health and Social Services Board
Deninoo Health and Social Services Board
Hay River Health and Social Services Board
Yellowknife Education District #1
Yellowknife Catholic Schools

Within the various departments of the GNWT, the diverse workforce delivers the programs and services to the residents of the NWT. The diversity of the territorial Public Service in the designated groups is represented in the following tables.

Designated Group	Number of Employees	% of the Public Service
Indigenous Aboriginal Persons	1136	32.6%
Indigenous Non-Aboriginal Persons	426	12.2%
Disabled Persons	24	0.7%

Management

Jobs in the management category are those jobs with responsibility for planning, organizing, staffing, directing and controlling the activities of programs and services through subordinate supervisors.

Designated Group	Number of Employees	% of Management
Indigenous Aboriginal Persons in Management	41 *	12.3%
Women in Management	106	31.9%

* information not available from H&SS Boards except Stanton

Non-Traditional Occupations

Jobs are classified as non-traditional if there are at least 10 positions of a specific type across government and at least 70% of the incumbents are male. There are fewer jobs classified as non-traditional than in previous years. This is a result of the split into two territories on April 1, 1999, leaving fewer categories with at least ten employees in them, particularly in some trades areas. Some examples of non-traditional occupations include civil engineers, correctional service officers and computer systems analysts.

Designated Group	Number of Employees	% of Non-Traditional Occupations
Women in Non-traditional Occupations	74	12.9%

Since the introduction of the Peoplesoft system in 1999, government jobs are grouped into 10 occupational categories. Processing, Manufacturing and Utilities is not listed because there are no jobs are in this category at this time:

Occupational Group	**Number of Employees**	**% of Total Employees**
Management	303	9.8
Business, finance and administration	831	27.1
Natural and applied sciences	268	8.7
Health	198	6.5
Social science, education, government service and religion	943	30.7
Art, culture, recreation and sport	56	1.8
Sales and service	259	8.4
Trades, transportation and equipment operation	149	4.9
Primary Industry	60	2.0
Total	3067	100%

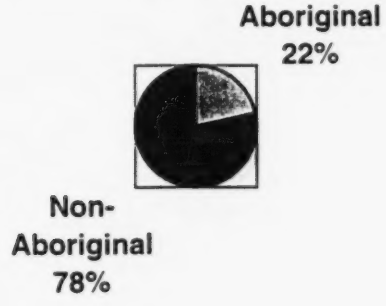
* information not available from H&SS Boards except Stanton

Regional Information

Yellowknife

For the purposes of this report, Yellowknife Region includes Yellowknife and N'dilo.

Yellowknife Population Distribution by Aboriginal Identity



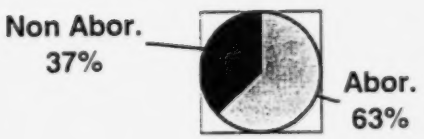
Yellowknife Population Distribution by Gender

South

For the purposes of this report, the South Region includes the following communities:

- Detah
- Enterprise
- Fort Liard
- Fort Providence
- Fort Resolution
- Fort Smith
- Jean Marie River
- Reliance
- Lutsel K'e
- Nahanni Butte
- Trout Lake
- Wrigley
- Fort Simpson
- Hay River
- Hay River Reserve
- Kakisa

South Population Distribution by Aboriginal Identity



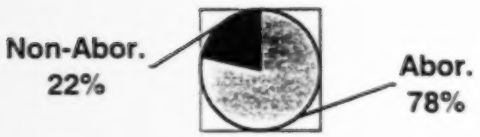
South Population Distribution by Gender

North

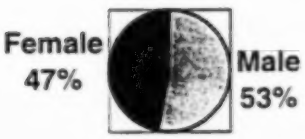
For the purposes of this report, the North Region includes the following communities:

- Aklavik
- Colville Lake
- Deline
- Fort Good Hope
- Fort McPherson
- Inuvik
- Rae-Edzo
- Gameti
- Holman
- Norman Wells
- Paulatuk
- Sachs Harbour
- Tsiigehtchic
- Tuktoyaktuk
- Tulita
- Wha Ti
- Wekweti

North Population Distribution by Aboriginal Identity

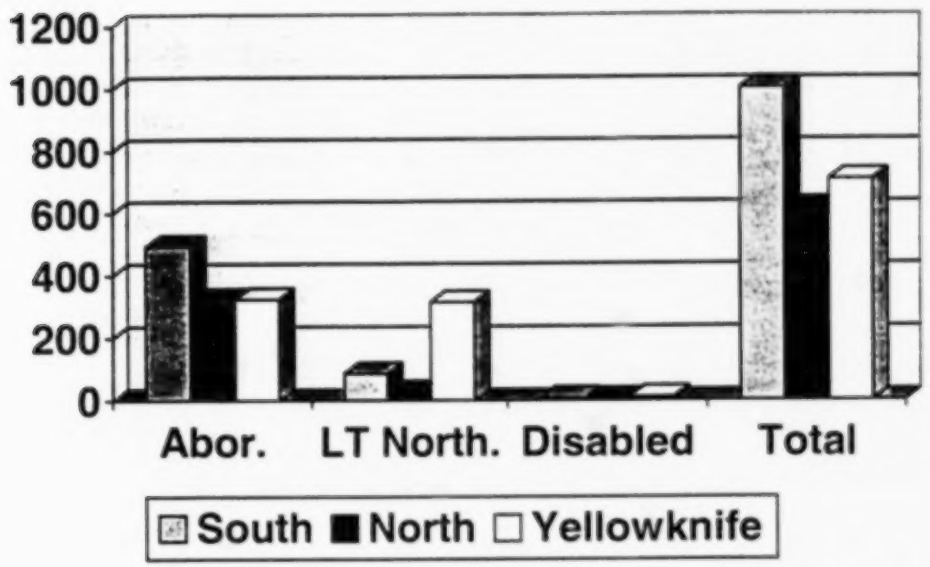


North Population Distribution by Gender

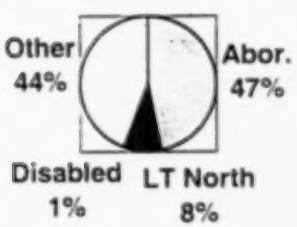


The following chart shows the relative success of the Affirmative Action policy in each region. Yellowknife has been more successful in employing long term northerners (indigenous non-Aboriginal people). In terms of Aboriginal employment, the South and North regions have been much more successful. In each region, the number of disabled employees is less than 10.

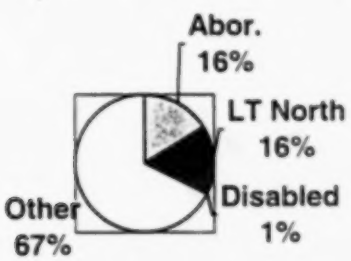
Regional Distribution



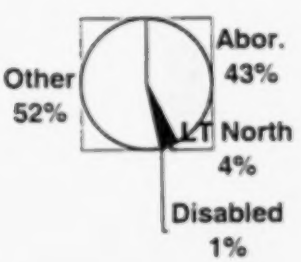
South Distribution



Yellowknife Distribution



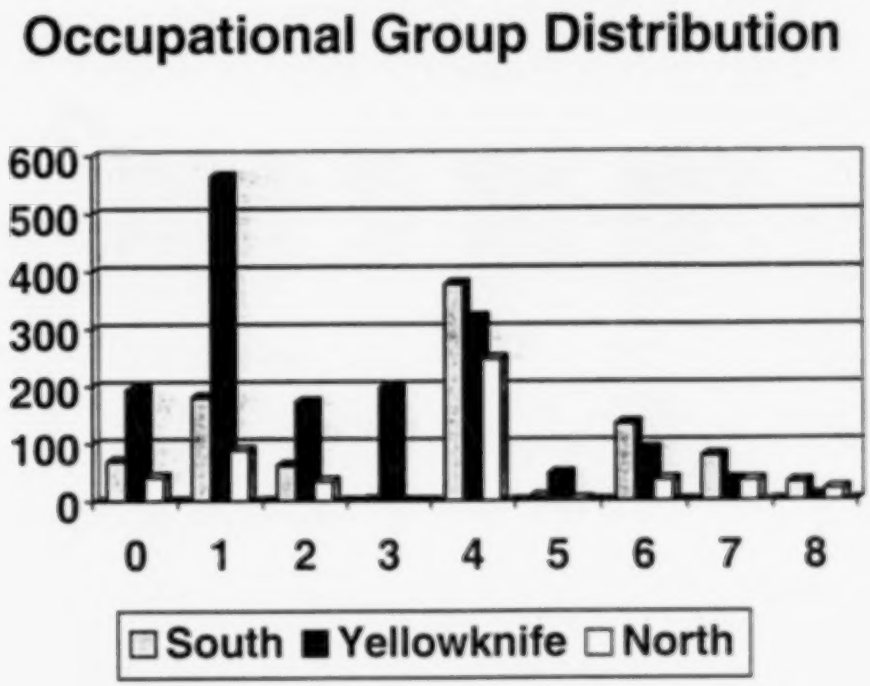
North Distribution



Occupational Distribution by Region

The GNWT has the following occupational groups, based on the National Occupational Classification system.

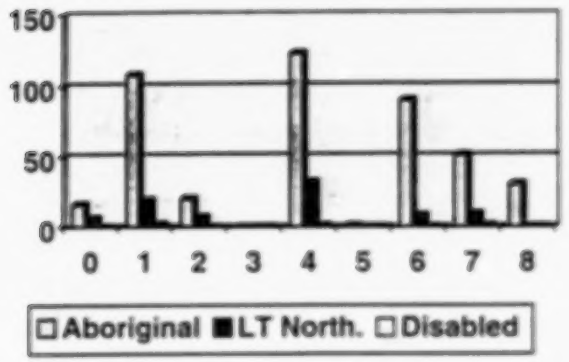
0 Management
1 Business, Finance and Administration
2 Natural and Applied Sciences
3 Health
4 Social Science, Education, Government Service and Religion
5 Art, Culture, Recreation and Sport
6 Sales and Service
7 Trades, Transportation and Equipment Operation
8 Primary Industry
9 Processing, Manufacturing and Utilities (no employees in this category at this time)



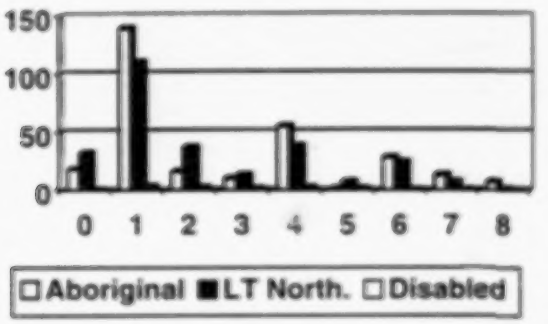
* information not available from H&SS Boards except Stanton

The breakdown of employees by region shows areas of success in moving towards representativeness.

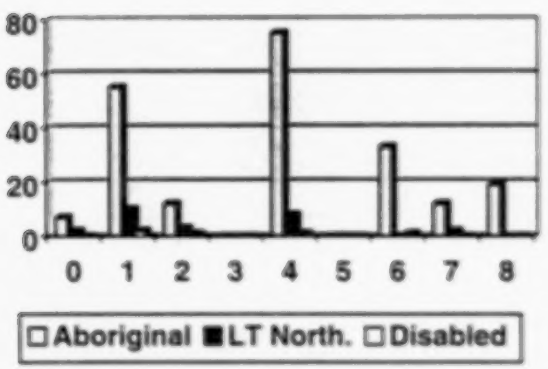
South Distribution by Occupation



Yellowknife Distribution by Occupation

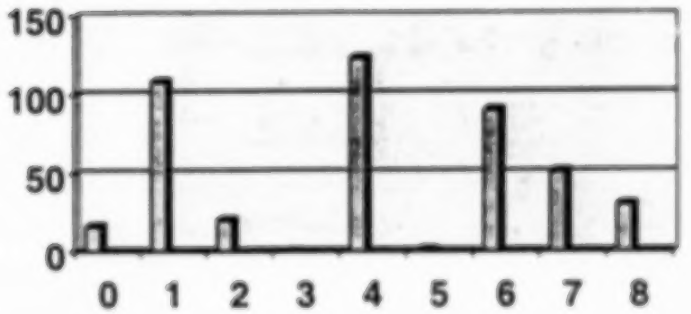


North Distribution by Occupation

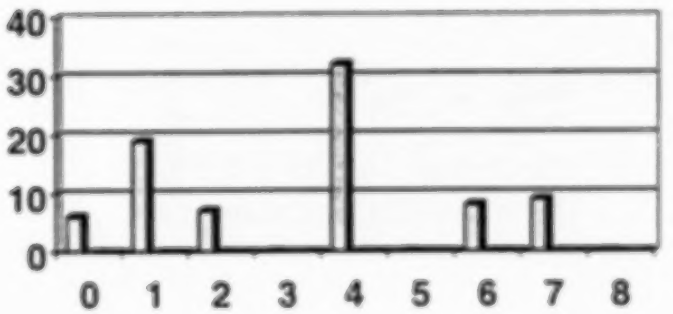


The South Region has a total of 940 employees (excluding Health and Social Services Boards). This includes 24 women in management and 16 Aboriginal persons in management.

South Indigenous Aboriginal Representation by Occupation Category

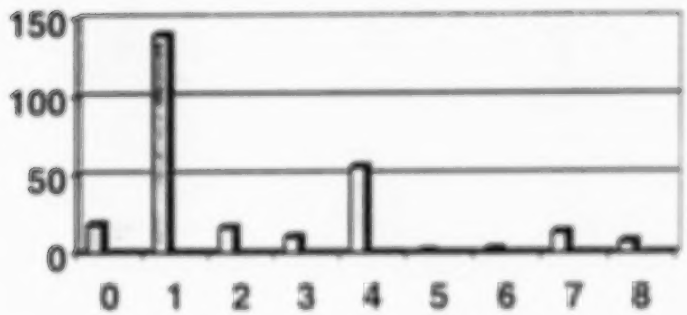


South Indigenous Non-Aboriginal Representation by Occupation Category

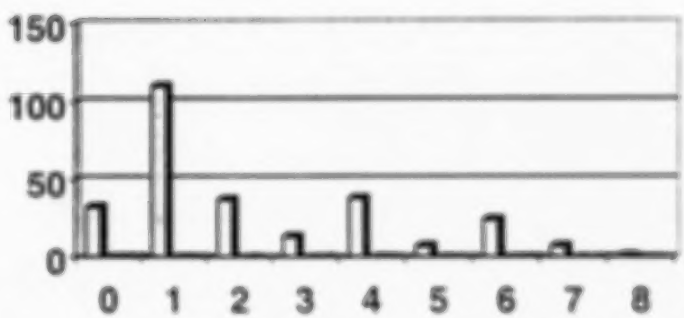


The Yellowknife Region has a total of 1624 employees (excluding Yellowknife Health and Social Services). This includes 52 women in management and 18 Aboriginal persons in management.

Yellowknife Indigenous Aboriginal Representation by Occupation Category

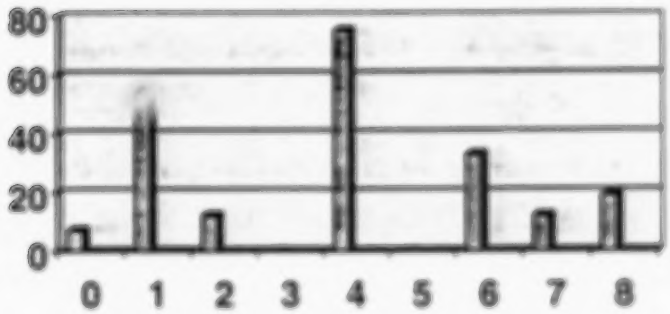


Yellowknife Indigenous Non-Aboriginal Representation by Occupation Category

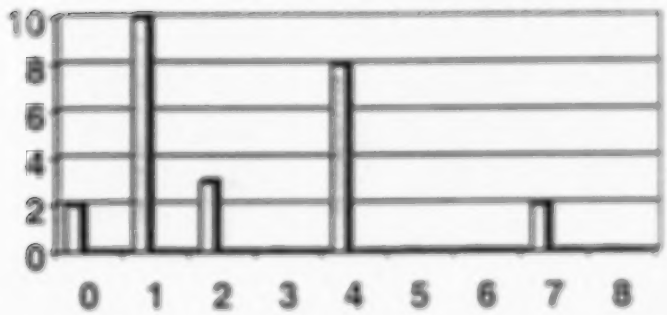


The North Region has a total of 503 employees (excluding Health and Social Services Boards). This includes 13 women in management and 7 Aboriginal persons in management.

North Indigenous Aboriginal Representation by Occupation Category



North Indigenous Non-Aboriginal Representation by Occupation Category



Support for Government-Wide Affirmative Action Planning

Adult Education (Aurora College, Department of Education, Culture and Employment)

The delivery of adult education by the public colleges and non-government organizations enables adult learners to further their education levels so they can access advanced levels of study, employment and training programs. These programs are delivered not only at the three main campuses of Aurora College but also in other communities across the NWT. Access to these programs at the community level enables northerners to obtain general education and credentials for employability.

Post-Secondary Education (Aurora College)

The provision of post-secondary programs and services by Aurora College also contributes to affirmative action initiatives in the north. For example, the fact that a nursing diploma program is available in the Northwest Territories means that northerners including affirmative action candidates can obtain professional credentials to access careers in the health profession. Without the availability of these programs in the north, fewer northern students would enroll in the programs because they would have to move south to obtain the training. Other examples of such programs are teacher education, management studies, natural resources and recreation leaders. While these programs do not prepare students specifically for employment with the Government of the Northwest Territories, they do contribute to the goal of developing a workforce that is representative of the population of the NWT.

The College also contributes to the affirmative action initiative by delivering short courses, seminars and workshops through their continuing education division. These courses, including those offered through GNWT Staff Training, help people to further their credentials and to keep pace with changing technology. Through these professional development activities, the two public colleges help to ensure that northerners can further their careers. Courses available include financial management, supervisory skills, computer workshops, human resource planning, and university level credit courses.

The College has also worked out transfer agreements with southern post-secondary institutions which enable graduates to receive credit for undergraduate level studies. These agreements are important so northerners including affirmative action candidates can be encouraged to complete professional level studies so they can access employment positions with degree level requirements.

Career Development (Department of Education, Culture and Employment)

The Colleges and Career Development Division provides support services to regional centers in the implementation of career development activities and employment development projects. This support includes developing career libraries, testing and assessment resources; promotes career development, and funds training associated with enhancing career development counseling services and resources throughout the NWT.

The overriding goal of career development is to ensure that people have the competence, motivation, and self-management skills to make successful life role transitions.

Public Service Career Training Program (Department of Education, Culture and Employment

The Public Service Career Training Program (PSCTP) is a competency based on-the-job training program which provides support to departments, boards, and agencies of the Government of the Northwest Territories (GNWT) to train affirmative action candidates for officer and management level positions, to help meet the human resource planning needs of the GNWT.

Through the PSCTP the Department of Education, Culture & Employment provides training, counseling, monitoring and administrative support for development and delivery of training programs of up to three years duration. Training programs include a combination of on-the-job training provided by an employee of the applying Department, Board or Agency, self-directed learning activities, and specialized short courses of up to six weeks in length.

Summer Student Employment Program (Department of Executive)

The GNWT provides students with a range of work experience opportunities through summer employment. The hiring decisions are made by departments, boards and agencies. Students who wish to apply for a job with the GNWT can drop resumes off at departments, boards and agencies. They can also register with the Summer Student Employment Program (SSEP).

The SSEP offers a central employment registry for NWT students looking for summer employment within the GNWT. The central registry was created in 1998 to provide GNWT departments with the greatest access possible to student resumes.

The 1999 Summer Student Employment Program received resumes from 256 students. The representation of Affirmative Action designated groups among these students was as follows:

Indigenous Aboriginal	129
Indigenous Non-Aboriginal	115
Non-Indigenous	12

In 1999, 262 summer students were hired by the GNWT. During the three month placement period, 75 requests for SSEP resumes were received from departments.

Part 2

Departmental Reports on Affirmative Action

The following reports from each department provide information on affirmative action statistics and specific efforts by the department to support the Affirmative Action Policy. Internal focus refers to efforts to support existing GNWT employees while external focus refers to efforts to encourage NWT residents to become GNWT employees.

MINISTRY OF ABORIGINAL AFFAIRS

Affirmative Action Status

At the end of 1999, there were 26 employees within the Ministry of Aboriginal Affairs. This includes all indeterminate, term and part-time employees. This did not include 3 senior management positions on secondment to other organizations.

	Headquarter/YK
Indigenous Aboriginal	10
Indigenous Non-Aboriginal	6
Disabled	0
Women in Mgt.	1
Women in Non-Traditional	9
Total Employees	26
Total Management	5
Total Non-Traditional	24

There were 38.4% indigenous Aboriginal employees, 23.2% indigenous non-Aboriginal and 38.4% non-Aboriginal employees. 42.3% of employees were female and 57.7% male.

Of the 26 employees, 19 were hired North and 7 hired south.

DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT

Affirmative Action Status

The structure and organization of the departmental human resources have changed significantly over the last few years. The creation of two territories resulted in a reduction in management, policy and administrative staff in the western areas of the NWT and the creation of new organizational structures to serve the Nunavut region.

Delivery staffing, by most appearances, remained stable. A strong demand for program delivery personnel such as teachers, college instructors, program officers and counselors is expected to continue.

Since 1994, the proportion of women in management positions has risen approximately 5%. During the same period, excluding the effect of closing residences and the loss of federally funded language positions, the growth rate in Aboriginal employment has been approximately 2%. The department needs to accelerate progress toward building a representative workforce.

Headquarters/ Yellowknife		
	Department	College
Indigenous Aboriginal	37	4
Indigenous Non-Aboriginal	19	1
Disabled	0	1
Women in Management	16	2
Women in Non-Traditional	0	0
Total Employees	146	28
Total Management	29	3
Total Non-Traditional	0	1

North					
	Department	College	Beaufort DEC	Sahtu DEC	Dogrib DEC
Indigenous Aboriginal	8	5	76	13	4
Indigenous Non-Aboriginal	0	1	7	0	0
Disabled	0	0	0	0	0
Women in Management	1	4	1	2	1
Women in Non-Traditional	0	0	0	0	0
Total Employees	15	31	84	19	24
Total Management	3	5	3	3	1
Total Non-Traditional	0	0	0	0	0

South				
	Department	College	Deh Cho DEC	South Slave DEC
Indigenous Aboriginal	9	29	46	34
Indigenous Non-Aboriginal	0	6	11	12
Disabled	0	0	0	0
Women in Management	2	4	6	0
Women in Non-Traditional	0	0	0	0
Total Employees	23	88	92	65
Total Management	4	6	11	3
Total Non-Traditional	0	1	0	0

Support for the Affirmative Action Policy

Internal Focus

The Department of Education, Culture & Employment is committed to a skilled and productive civil service that is representative of the people it serves. The current human resource development activities are significant and are aimed at overcoming the obstacles which limit Aboriginal participation.

The department works within a government human resource management system of policies, programs and initiatives designed to manage the recruitment, retention, assessment, training and development of human resources. In addition to participating in the government-wide human resource management system, the department has a number of initiatives directed at developing ECE staff.

1. Principal Training

Effective school management is a way to effective education delivery. To support school management, principals in the NWT are required to be certified. As of June 30, 1997, 190 certificates have been issued to candidates who have completed the Principal Certification Program, including nine Aboriginal candidates. The program costs are about $70,000.00 per year.

2. NWTTA Professional Improvement

Regular professional improvement is a key for all educators. Each year the department contributes 2.25% of teacher base salaries, about $1.3 million, to a fund for the professional improvement of teachers. This fund is jointly managed by the NWTTA and staff from the boards and department. It supports a variety of training activities including attendance at professional development workshops and conferences, principal training and educational leave.

3. College Instructor Professional Improvement

Under the collective agreement with the UNW, the colleges pay 3% of instructor salaries for professional improvement. As well, $750.00 per year is provided for each instructional position for short term training. An annual allocation of just over $200,000.00 supports both short and long term training for college instructional personnel.

4. Human Resource Planning

ECE has commenced a human resource planning process to address workforce needs resulting from environmental challenges, changing client needs and expectations, changing program and service delivery approaches, and fiscal limitations. Guided by the objectives outlined in the department's strategic plan, the human resource planning process will provide for a workforce with the capacity to meet current needs and future directions. The process also identifies and addresses employment equity issues with respect to recruitment, retention, and promotion, and ensures that staff have the skills to meet job needs.

5. Career Training Planning and Development

The department supports employees in developing and enhancing their skills. Employees participate in short-term professional development activities such as courses, workshops and conferences. Informal learning activities that promote development include acting positions, mentoring programs, on-the-job training, secondments, and transfer assignments.

Longer-term training options include the use of training positions and educational leave. Career counseling for ECE staff members is also available.

External Focus

1. Teacher Training

Teachers are the largest category of employees within the ECE responsibility. As well, Aboriginal teachers are seen as the key to the future K-12 program success. As a result, the department developed a strategy to reach 50% Aboriginal teachers by the year 2000. The annual Teacher Education Program budget was increased by $1.3 million to support this strategy. Program delivery models were adjusted to increase community-based delivery and to increase degree programming.

Growth in the number of Aboriginal teachers has been significant (approx. 15% annually). There were 134 graduates from northern teacher education programs in the years 1993 to 1996. Despite this success, the strategy has not produced the number of graduates needed to meet the goal of 50% representation by the year 2000. A continued commitment will be necessary to meet this target.

2. Counselor Training

Research in northern schools has shown that student support services are important to student success. ECE established the School Community Counselor Program to address this need. There are about 50 Community School Counselors. The last School Counselor Training Programs were offered in 1995. Another program was started by Aurora College in September 1997 and continued to August 1999. The program cost $338,000.00 over its two years.

In 1996-97 the department also launched a $200,000.00 two-year initiative to train career counselors to support the revised income support program and the delivery of counseling services for adults at the community level.

3. Adult Educator Certificate Program

The Adult Educator Certificate Program is designed to provide learning opportunities that will support people with an interest in the field of Northern adult education. The program is multi-level, cross cultural and self-directed.

During 1997 the program was offered for the first time as a full time program in Yellowknife. The program is jointly funded by the college, department and the professional development committee.

Analysis of Barriers

In addition to the barriers faced by all departments, boards and agencies of the GNWT there are a variety of additional barriers that the Department of Education, Culture & Employment faces when implementing affirmative action:

- A low turnover rate has limited opportunity for promotion within the Department.

- Employees and trainees lured to jobs with the Federal Government and Aboriginal organizations who are offering higher salaries and enhanced benefits package.

- Low education levels and technical expertise in the area of information/communications technology limit the number of affirmative action candidates with these specialized skills.

- Lack of local education programs and courses in the areas of library/information science, broadcasting and distance education limits the number of affirmative action candidates qualified to apply on technical positions.

Departmental Strategy for 2000

Progress in addressing Aboriginal employment can be advanced with more intensive human resource development interventions. To help accomplish this, ECE has planned a number of initiatives to improve the management of human resource planning.

To effectively support a qualified, effective and representative public service, a planned approach to human resource activity is important. Departmental human resource activities will be based on key principles including:

- maximizing northern employment;
- valuing of staff in departmental activities;
- a commitment to continuing development of staff throughout their careers;
- establishment and retention of a representative workforce; and
- a commitment to quality public service.

Following these principles, specific activities will take place to address barriers affecting affirmative action within the Department of Education:

- Establish a departmental human resource framework which divisions, boards and agencies will be able to follow to complete comprehensive Human Resource Plans.

- Simplify, adjust and standardize departmental human resource management and development procedures.

- Establish new priorities as well as renewing and revising key pre-service training activities including teacher education and counselor training.

- Increase support to employees who wish to develop transferable skills using staff development or distance education courses.

- Use the Public Service Career Training Program (PSCTP) within the department to develop Aboriginal candidates in several professional and technical positions.

- Review position descriptions to ensure that experience and education standards are realistic and supportable.

- A needs assessment to be conducted to identify staff training and development needs so appropriate learning activities can be coordinated through Aurora College.

- Career pathing / counseling is provided and includes employee assistance issues.

Considerable work has occurred and progress made to develop and manage human resources which support delivery of programs and services offered through the Department of Education, Culture and Employment. Continued improvement will be an on-going objective.

DEPARTMENT OF THE EXECUTIVE

Affirmative Action Status

At the end of 1999 there were 58 employees within the Department of Executive. This includes all indeterminate, term and part-time employees. This excludes two former Secretary to Cabinet incumbents who are still on the establishment list.

	Headquarter/YK	South
Indigenous Aboriginal	14	1
Indigenous Non-Abo	11	
Disabled	0	
Women in Mgt.	5	
Women in Non-Tradit.	0	
Total Employees	57	1
Total Management	19	
Total Non-Traditional	0	

There were 26.0% indigenous Aboriginal employees, 18.9% indigenous non-Aboriginal and 55% non-Aboriginal employees. 67.2% of employees were female and 32.8% male.

Of the 58 employees, 48 were hired North and 10 hired south.

Barriers to Achieving Representation

Employment opportunities within the department are primarily skilled professionals and senior level positions which require advanced knowledge, skill and considerable experience. With 23% of the overall employees being Aboriginal, the department has not achieved a representative workforce but will continue to strive towards this target. Indigenous non-Aboriginal representation is 20% of the overall employees and women occupying management positions represents 38% of the department's management positions.

Support for the Affirmative Action Policy

Internal Focus

1. Recruitment

- Hire and promote based on the application of the Affirmative Action Policy and merit.

- Use targeted recruitment strategies to attract people to "hard to fill" positions, primarily though the use of transfer assignments and acting appointments.

2. Training and Development

- Fostering continuous learning throughout the department.
- Utilization of the Management Competency Model to develop the leadership capacity of current and perspective managers throughout the department.
- Promote the use of developmental transfer assignments for staff.
- Supporting staff in their development by supporting them on formal training courses.
- Have junior employees participating on the department's Job Evaluation Committee.
- Encourage the completion of performance appraisals. Completion rate for 1999 was 67% (excluding Ministers' and Premier's staff).

3. Career Planning

Every employee is responsible for planning and managing his or her learning and career in a way that is consistent with the needs of the department and the NWT public service at large. This includes determining, with his or her supervisor, training and development needs; demonstrating a willingness to grow and learn through work experiences; and taking full advantage of the training and development opportunities. Every manager is responsible for actively ensuring that his or her employees are given the opportunity to learn within the departmental career development framework; managers, however, retain the right to approve formal learning activities such as courses and seminars. Every manager has a responsibility to do his or her part within the departmental framework to ensure that supervisors, managers and executives are developed and available for increasingly responsible positions through competition or assignment. Human resource professionals are responsible for providing advice and staff support to managers and supervisors to assist them in making decisions on developing and applying a departmental framework.

Tools used by the department to support career development include transfer assignments, secondment assignments, training and development, acting appointments and flexible working arrangements.

DEPARTMENT OF FINANCE

Departmental Goals for the Affirmative Action Policy

The Department of Finance will continue to apply the Affirmative Action Policy with as much vigour as is possible. As a small department with limited resources, the department has limited abilities to undertake major initiatives, but all staffing actions will comply with the spirit and intent of the Policy, in addition to the Policy direction.

Affirmative Action Status

The small size of the department influences the figures shown in the Affirmative Action chart. A change in the priority status of even one incumbent changes the overall departmental participation rate by more than two per cent. Thus, normal turnover that would not unduly affect a larger department's statistics can drastically change the department's rates.

	Headquarters (YK or Hay River)
Indigenous Aboriginal	10
Indigenous Non-Aboriginal	4
Disabled	0
Women in Management	2
Women in Non-Traditional	0
Total Employees	46
Total Management	7
Total Non-Traditional	0

(December 31, 1999 Filled Positions)

Management Staff

Three of seven positions (42.8%) have priority incumbents. The Deputy Minister and two of the five Director level positions are priority incumbents. This is a significant accomplishment as the department is small and the Directors are required to be highly educated.

Technical Staff

One of thirteen positions (7.7%) has a priority incumbent. The specialized education requirements of these positions limits the available priority candidates.

Administrative Staff
Eleven of twenty-six positions (42.3%) have priority incumbents. Only the specialized education requirements of some of these positions limits the available priority candidates.

Support for the Affirmative Action Policy

All position descriptions have been reviewed to identify and remove systemic barriers. As these descriptions are up-dated, each is carefully reviewed to ensure that no systemic barriers have been included.

Staffing officers in the department have been charged with the responsibility of ensuring that the Affirmative Action Policy is complied with, both in the letter of the Policy and the spirit. Each competition is reviewed to ensure that selection criteria and questions asked fairly reflect job requirements and are not structured to exclude any affirmative action groups. Departmental Managers and Directors are all aware of the Policy and cooperate fully with its requirements.

The Department of Finance recognizes its own limitations and, being a small department staffed largely by specialists, has not been able to create wide-reaching initiatives to support affirmative action. Activities such as offering student awards, directly training young people or employing many summer students are beyond the department's limited financial and human resources. Instead, the department has concentrated on encouraging priority candidates at an individual level to seek more training and education and to strive for higher positions. Specific examples of the successful application of this strategy are difficult to identify, but Department of Finance staff are regularly promoted to higher level positions within the government.

Late in 1999, the department commissioned an outside contractor to assist the department in creating an Affirmative Action Strategy. The results of this contract are expected early in 2000 and will provide a base for the department to develop additional initiatives.

FINANCIAL MANAGEMENT BOARD SECRETARIAT

Departmental Goals for the Affirmative Action Policy

1. Recruitment:
- Advertise for anticipated vacancies based on short and long- range demand,
- Promote the FMBS to schools, colleges and organizations as the employer of choice,
- Provide work placements for students from Aurora College Management Studies Cooperative Program,
- Attend regional career fairs to familiarize the public on jobs available at the FMBS.

2. Development:
- Create an inventory of all FMBS affirmative action employees in all categories and distribute the list to all managers to track their development,
- All division/region managers will identify occupations that can be targeted to be filled by affirmative action candidates,
- Develop and implement action plans for candidates to enable them to fill the targeted occupations.

3. Monitor and evaluate:
- Managers and participants jointly provide progress reports,
- Review goals and action plans to determine that results are achieved towards the targeted occupations.

4. Retention:
- Provide a comprehensive orientation to the FMBS,
- Provide a working environment that is culturally sensitive and comfortable for affirmative action employees, by ensuring all staff are familiar with the Affirmative Action Policy and sensitive to working in a cross-cultural environment.
- Provide day-to-day career development and guidance by managers and extensive individual career counseling to staff that request it.

Affirmative Action Status

The total number of employees in the FMBS decreased from 128 to 122 during the year. The number of Aboriginal employees decreased from 33 to 28 during the year comprising 23% of total staff. The number of indigenous non-Aboriginals decreased from 30 to 27 during the year. Women in management increased from 3 to 4 during the year and disabled employees decreased from 1 to 0. There were 12 women that occupied non-traditional positions. The total of affirmative action employees from all categories is 65 comprising 53% of total staff.

There were 20 transfer assignments throughout the year. 5 of these (25%) were affirmative action employees.

	Headquarters/ Yellowknife	North	South	Total All Regions
Indigenous Aboriginal	9	7	12	28
Indigenous Non-Aboriginal	26	0	1	27
Disabled	0	0	0	0
Women In Management	3	1	0	4
Women in Non-Traditional	12	0	0	12
Total Affirmative Action	44	8	13	65
Total Management	8	1	2	11
Total Non-Traditional	22	0	0	22
Total Employees	99	8	15	122 *

* Note: Although there were only 113 out of a total of 151 positions filled; several positions were double filled to provide developmental opportunities to staff.

There were 52 casual employees hired throughout the year. 33 of these (64%) were affirmative action employees. Of the 19 summer students hired, 17 of them (90%) were affirmative action employees.

Support for the Affirmative Action Policy

FMBS focused on its internal staffing, training and development regimens.

- For the third consecutive year, FMBS established through internal reallocation a training budget of $150,000. While priority is given to the designated affirmative action groups, the FMBS fosters an environment that encourages all of their employees to receive adequate training and development.

- Four affirmative action employees were on paid formal education leave at colleges/universities in southern Canada during the year. One is obtaining a degree in Management at the University of Lethbridge, one was at NAIT for CGA courses, another pursuing a Bachelor of Arts degree at Malaspina College in Nanaimo, B.C. and the fourth obtained an Applied Information Technology Diploma, graduating with honours.

- One affirmative action employee was nominated by the department to obtain an assessment in the Federal CAP program.

- The FMBS provides in depth individual career planning services to any employee that requests it. During the past year 10 affirmative action employees accessed the service.

Internal Focus

Formal training is only one of the initiatives used to develop employees. Other development strategies used frequently by the FMBS are transfer assignments, secondments, acting assignments, one-on-one training and workshops. Some specific examples of the Secretariat's progress in these areas follow:

- Transfer assignments were used for two affirmative action candidates to fill Senior FMB Analyst positions. Both employees became successful indeterminate employees. Another transfer assignment resulted in an affirmative candidate obtaining an indeterminate position as an Assistant Auditor.

- Direct appointments of affirmative action staff were made to the FMB Recording Secretary position and to a Compensation Officer position.

- Acting assignments provided many employees experience at higher levels.

- All affirmative action employees received some form of training and development during the year. Examples of courses attended were Accounting, Human Resources, Peoplesoft, Financial Management Modules, Canadian Payroll Courses, ARCS, Benekits, Staffing Appeals, Preparing for Retirement, Credit Institute of Canada courses, Statistical Research, Career Development Certificate courses, Conducting a Survey, Job Description Writing, Conflict Resolution, and various computer software courses. Most notably,
  - 68 employees received 324 days of training on the Peoplesoft System
  - 7 employees received 50 days of training for administering the Superannuation and insurance benefits
  - 39 employees received 73 days of training on various computer software programs.

- One affirmative action employee attended the Queen Information Technology Program provided by the Queens School of Business, Executive Development Centre.

- Seven workshops were offered for employee development. 38 employees received 95 days of training on learning strategies for their own professional development and 42 employees with supervisory responsibilities received 190 days of training acquiring skills on how to coach and develop their staff.

- All middle and senior FMBS managers were offered a workshop to become familiar with self-government initiatives in the territory.

- National conferences were attended by several employees.

- All employees were surveyed in order to determine their job satisfaction and to measure and compare this year's results to the survey that was undertaken two years ago.

External Focus

The FMBS participated in the following initiatives to attract individuals from the general public into future positions within the FMBS:

- The FMBS provided work placements for ten students from the Aurora College Co-op Management Studies Diploma Program in 1999. Eight of these students (80%) were affirmative action candidates. The Secretariat has made available another ten work placement opportunities for co-op students from Aurora College in 2000.

- The Secretary of the FMB/Comptroller General visited the students participating in the Western Arctic Leadership Program in Fort Smith to encourage the students and to promote careers within the GNWT and the FMBS.

- The Inuvik region provided a 3-month work placement opportunity to an employee from the Inuvialuit Regional Development Corporation that was enrolled in a computer based training program. After the work placement ended he was retained for an additional two months as a casual employee.

- The FMBS advertised in the newspaper for three consecutive weeks, soliciting resumes from all NWT university students, to fill current vacancies and for future job openings. The advertisement was also posted on the department's website. This is consistent with the philosophy of hiring northerns for positions and increasing the retention of qualified staff, in particular those that are affirmative action candidates.

Departmental Strategy for 2000

During the past several years the FMBS has been aggressive in the recruitment and retention of its affirmative action staff to ensure the department had staff representative of the population it serves.

The Secretariat is committed to recruiting, training, developing and retaining affirmative action staff.

The Secretariat will continue to maintain individual profiles of its affirmative action employees to facilitate career development and succession planning. Supervisors and managers will continue to apply their skills in coaching employees. The Secretariat completed performance appraisals of 93% of its staff

last year and will continue to maintain an appraisal system that provides regular feedback to its employees. In-house individual career counseling is available to any employee that requests it.

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Department Goals for the Affirmative Action Policy

Development of a workforce that is representative of the population of the Northwest Territories.

Provide development opportunities to affirmative action residents through education and career opportunities.

Increase the number of Aboriginal employees in the department and boards.

Increase the number of training opportunities for Aboriginal people within the department and boards.

Ensure that employees with affirmative action status are adequately represented in all occupational groups within the health and social services employment sector.

Affirmative Action Status

Affirmative action employees represent 48.4% of all staff in the health and social service system (department and boards). Compared to the overall statistic provided in the 1998 Health and Social Services Affirmative Action report this statistic displays a 8.4% increase in affirmative action employees. This is due in part to the employment of Aboriginal professionals who have graduated from nursing and social work programs and in part to the loss of the three Nunavut Health and Social Services Boards.

Of the 48.4%, 26.3% are Aboriginal employees, 22.1% are Indigenous Non-Aboriginal, and .01% are Disabled.

Three areas have been fairly successful in attracting and retaining affirmative action staff: administration, program delivery and trades and labour. Success in the professional and technical jobs continues to be low but there are education programs in place designed to produce skilled affirmative action candidates.

Department of Health and Social Services

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	24	9	
Indigenous Non-Aboriginal	30		
Disabled			
Women in Management	4		
Women in Non-Traditional			
Total Employees	153	15	
Total Management	6		
Total Non-Traditional			

Fort Smith Health and Social Services Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal			14
Indigenous Non-Aboriginal			4
Disabled			4
Women in Management			3
Women in Non-Traditional			0
Total Employees			49
Total Management			4
Total Non-Traditional			0

Deh Cho Health and Social Services Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal			39
Indigenous Non-Aboriginal			1
Disabled			0
Women in Management			2
Women in Non-Traditional			0
Total Employees			62
Total Management			2
Total Non-Traditional			0

Stanton Regional Health Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	29		
Indigenous Non-Aboriginal	40		
Disabled	2		
Women in Management	2		
Women in Non-Traditional	2		
Total Employees	318		
Total Management	4		
Total Non-Traditional	16		

Yellowknife Health and Social Services Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	7	4	3
Indigenous Non-Aboriginal	4		
Disabled			
Women in Management	2		
Women in Non-Traditional			
Total Employees	51	15	
Total Management	5		
Total Non-Traditional			

Dogrib Community Services Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal		13	
Indigenous Non-Aboriginal		0	
Disabled		0	
Women in Management		1	
Women in Non-Traditional		0	
Total Employees		29	
Total Management		2	
Total Non-Traditional		0	

Inuvik Regional Health and Social Services Board

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal		91	
Indigenous Non-Aboriginal		2	
Disabled			
Women in Management		7	
Women in Non-Traditional			
Total Employees		208	
Total Management		12	
Total Non-Traditional			

Figures are not included for the Hay River, Lutsel K'e and Deninu Health and Social Service Boards as they are outside of the GNWT Public Service.

Support for the Affirmative Action Policy

Internal Focus

As an integral portion of the Territorial Human Resources Plan the department will be developing an internal human resources plan to address staff retention, support and promotional opportunities. The department will continue to promote and develop entry level positions designed for development and promotion of affirmative action candidates.

The department has successfully trained a community wellness PSTCP trainee who is now working in the Nunavut Government in that capacity. Two Registrar General trainees have been developed and are now fully functional in their positions; one is located in the Nunavut Government and the other is working for the GNWT Department of Health and Social Services in the Inuvik office.

Boards continue to be responsible for their own human resource activities. This provides them with the ability to develop local and regional affirmative action candidates to best meet the needs of their respective communities. The boards will be working jointly with the department in the development of the Territorial Human Resources Plan.

External Focus

1. Recruitment and Retention Strategy

The Department of Health and Social Services is in the second year of implementing the Recruitment and Retention Strategy. There are two major components to this strategy. The first major component focuses on the

recruitment and retention of staff in critical areas of health and social services. These critical areas have been identified as nurses, social workers, and physicians. The department and boards have been aggressive in implementing several initiatives to recruit and retain staff in these critical career areas.

The second component of the Recruitment and Retention Strategy is to develop a northern workforce that is representative of the NWT population. This component is titled the Northern Development Program.

2. Northern Development Program

This program has two primary targets; high school students, for career counselling and exposure, and students who are enrolled in college or university health or social training programs. The initiatives identified under the Northern Development Program include:

- Programs for nurses and social workers who are recent graduates and need to develop job skills prior to seeking full time employment in their career field.

- Promoting health and social careers to high school students and a summer employment program designed to provide a broad scope orientation to several health and social services careers. The promotional information is provided jointly through school Career Counsellors and board staff. The summer student employment program is provided to the high school students on-site at various NWT health and social services facilities.

- Providing scholarships and bursaries to northern residents who are actively seeking a career in health or social services.

Departmental Strategy for 2000

In pursuing it's goals for the affirmative action policy, the department will follow through on a number of key strategies including;

1. Development of a territorial human resources plan which includes staff models, training, developing and retaining northern resources.

2. Continue to identify affirmative action employees with potential and develop training plans designed to improve their competitiveness for positions in their chosen career path.

3. Continue implementing the Recruitment and Retention Strategy: this includes a number of strategies to recruit, retain and develop a northern workforce.

4. Developing of a northern workforce through the Northern Development Program. This includes a number of activities designed to encourage and support NWT residents pursuing careers in health and social services.

DEPARTMENT OF JUSTICE

Affirmative Action Status

There are currently 84 Vacant positions within the Department of Justice which are either in the process of being staffed or temporarily filled by casuals.

The Department of Justice has 402 established positions.

Indeterminate & Term Positions	Headquarters/ Yellowknife	North	South	Combined
Indigenous Aboriginal	46	6	54	106
Indigenous Non-Aboriginal	46	1	10	57
Disabled	1	0	0	1
Women in Management	5	0	3	8
Women in Non-Traditional	11	0	13	24
Total Employees	215	10	94	318
Total Management	12	0	4	16
Total Non-Traditional	73	0	47	120

Casuals	Headquarters/ Yellowknife	North	South	Combined
Indigenous Aboriginal	18	1	44	63
Indigenous Non-Aboriginal	11	0	5	16
Disabled	0	0	0	0
Women in Management	0	0	0	0
Women in Non-Traditional	7	0	5	12
Total Employees	55	2	77	134
Total Management	0	0	0	0
Total Non-Traditional	31	0	15	46

Many of the Casuals within the Department of Justice are "As and When" Corrections Officer/Youth Officer required to fill immediate or short notice requirements.

The Aboriginal populations in Yellowknife, Hay River and Fort Smith, according to Statistics Canada's 1996 Census data, are 20%, 38.3% and 59.1% respectively. Overall, the Corrections facilities and Community Justice Division have achieved or exceeded a representational workforce on a community level, with the exception of one facility which is close to attaining this goal.

Analysis of Shortfalls

The number of qualified Aboriginal applicants for jobs is generally low in proportion to the population. Between April 1, 1996 and January 31, 1999, 3129 individuals applied on job competitions within the Department of Justice in the Northwest Territories. Of these applicants, only 626 or just about 20% were Aboriginal persons. Although a greater percentage of Aboriginal applicants were hired (10.4% as opposed to 5% of non-affirmative action eligible applicants) indicating a trend toward higher representation, the departmental representation remains low particularly in the management, professional and technical areas. A number of factors contribute to this situation:

- lack of awareness of the availability of jobs;
- lack of knowledge as to what the jobs involve or what the required qualifications are;
- the structure of the work environment (ie shift work in corrections facilities and travel in courts);
- historically unrealistic and/or inflated education/experience requirements;
- limited locations of jobs and family considerations (individuals who might otherwise be interested have family ties in locations other than where jobs are located);
- lack of local training or education available where this education or training is legitimately required (psychology, law);
- some jobs are less attractive to potential applicants than jobs in other departments or in the private sector which pay as much but which are perceived to be more attractive; and
- increasing competition from Aboriginal organizations and the diamond industry.

These factors combine to limit overall increases in Aboriginal employment (29% in 1996 to over 33% currently) in spite of some very successful recruitment activities as detailed in the following portions of this document. Clearly, the same successes must continue to be realized in the next several years to ensure growth or representation levels at current or increased rates.

Support for the Affirmative Action Policy

The Department of Justice is continuing to work towards the improvement of indigenous Aboriginal and other affirmative action group representation in our workforce. This involves a number of focus areas which result from the types of jobs within the department, locations of jobs and outside factors such as the availability of Aboriginal legal counsel. Current and ongoing strategies include:

- ongoing concerted efforts to rid our human resource processes of systemic barriers. Including:
    - in connection with the recent GNWT Job Evaluation initiative, carefully reviewing and ridding all Department of Justice job descriptions of inflated and/or unnecessary requirements; and
    - ensuring that applications on competitions are looked at on a one by one basis and transferable skills and/or equivalencies are identified during the competition screening process.

- ongoing and new training initiatives in the Corrections field, including CELT (Corrections Entry Level Training); Probation Services and Cognitive Skills training.

- succession planning initiatives, including:
    - a new performance reporting format has been developed and implemented this year. The new format includes an expanded data collection section addressing the training and development needs of each section, division and the department as a whole. This information will be used in determining training and development priorities to provide skills and knowledge required for promotional or lateral moves within the department. Employees eligible under the Governments Affirmative Action Policy will be given priority in such activities on a divisional and where possible a departmental basis. This is part of the department's ongoing efforts to, whenever possible, place indigenous Aboriginal and other affirmative action status employees in developmental and/or transfer assignments; acting positions; and special projects to assist employees in fully developing their potential.

    - direct appointment mechanism for staffing vacant positions with qualified indigenous Aboriginal individuals, when appropriate (i.e. when there is not more than one qualified indigenous Aboriginal person identified). Each vacancy is considered for such an appointment before an open competition is initiated.

    - establishment of a Law Career Development Program for indigenous Aboriginal law students. This program includes mentoring support, summer employment, possibility of an articling position and up to four $10,000 bursaries per year.

- mentoring and summer employment support was provided to an indigenous Aboriginal law student for the past couple of years.

- identification; in-house training and development; and direct appointment of two female indigenous Aboriginal employees to assume roles and responsibilities of Manager of the Young Offender facilities opening up in Inuvik and Yellowknife in 2001. These managers will be provided support in developing and implementing recruitment plans for the facilities to ensure that a maximum number of indigenous Aboriginal individuals are hired.

- review and consideration of applying for Public Career Service Training Program (PSCTP) support for finance, courts, and corrections areas of Justice for the upcoming year.

- ongoing monitoring of casual hires to ensure the affirmative action policy is strictly adhere to

Successes

Ongoing and current strategies have contributed towards the successes of the department, over the past years, in increasing participation of individuals with affirmative action priority status in our workforce. Our successes include:

- Past and present training initiatives to deliver quality, cost effective, in-house training in the Corrections field has resulted in a steadily increasing indigenous Aboriginal representation in all areas of Corrections. Significant gains have been achieved in the areas of Corrections Officers both indeterminate and casual. In the past two years, no indeterminate Corrections Officer vacancies have been filled by individuals without affirmative action priority.

- Our commitment to using development mechanisms such as transfer assignments, acting positions, in house mentoring and training, and direct appointments have increased the representation of indigenous Aboriginal individuals in management and case management positions in Corrections.

- The indigenous Aboriginal individual mentored by the Legal Division has continued to thrive in law school and will be articling with our department upon completion, later this year, of his law degree.

- The 1999/2000 Law Bursary was awarded to three qualified applicants, one female indigenous Aboriginal law student and two male indigenous Aboriginal law students. Each was awarded $10,000; assigned a mentor; and will be offered summer employment. The expectation is that word of mouth and increased promotion will result in more qualified applicants for the 2000/2001

year. Currently, all of our bursary recipients plan to return to the Northwest Territories to pursue their law career, upon completion of their degree. Long term expectations are that as our bursary recipients graduate from law school, it will be increasingly easier to fill Legal Counsel positions with affirmative action candidates.

- Ongoing efforts to rid the human resource processes of systemic barriers have resulted in an increase in affirmative action representation throughout most of the department. Equally important, they have not resulted in the lowering of expectations or standards. This indicates that with careful thought regarding skills and abilities required, significant, positive steps can be taken to increase the likelihood of hiring qualified northerners who may lack formal qualifications but nonetheless possess skills, abilities and qualities gained through practical and life experience.

- Our use of non-affirmative action individuals to fill casual vacancies is relatively low and has been steadily decreasing over the past couple of years.

Challenges

Over the past five years, the Department of Justice has initiated many successful strategies and initiatives. However, we are still faced with challenges and must remain diligent and creative in our efforts to become totally representative. Our major challenge is under-representation of affirmative action eligible employees in senior management, professional, and technical positions. This is due, in no small way, to the significant lack of qualified affirmative action candidates for these positions. Our succession planning activities and law bursary program will help improve representation in these areas, but will not totally eliminate the problem. The current lack of adequate financial resources both in the department and the GNWT as a whole will continue to be a barrier.

Other on-going challenges are:

- Increasing competition from other organizations including Aboriginal groups and the diamond industry, coupled with the decrease in benefits for GNWT employees.
- Structure of work environment, over which we have no control (i.e. shift work at Corrections and travel in Courts)

Lastly, we must continue to remain diligent in:

- Paying attention to causes and keeping human resource processes free of systemic barriers.
- Providing quality, cost-effective, in-house, training in Corrections and other areas where possible.

- Reviewing all vacancies, prior to sending out to competition, for the purposes of looking for more effective methods of filling the vacancy with an affirmative action individual.
- Looking for effective, cost-effective means of maintaining and increasing representation of affirmative action groups.

LEGISLATIVE ASSEMBLY

Departmental Goals for the Affirmative Action Policy

The Legislative Assembly has set the following goals to support the Affirmative Action Policy:

- Invest in employees by providing training and career development;
- Strive to get employees to understand how they can make a difference and how their actions link to results;
- Implement new approaches to increase the number and enhance the development of Aboriginal employees in the department;
- Develop a human resource plan for the department by planning future staffing for the department by examining the utilization of current staff and considering the projected changes in the workload;
- Setting the strategic objectives and courses of action for the department by matching them to the mission, vision and values identified in the Business Plan;
- Comply with and strive to go beyond the policy direction of the Government of the NWT.

Affirmative Action Status

The Legislative Assembly has a staff of 33 individuals, who provide support, services and advice to the Members of the Legislative Assembly.

	Headquarters/ Yellowknife
Indigenous Aboriginal	6
Indigenous Non-Aboriginal	12
Disabled	1
Women in Management	1
Women in Non-Traditional	0
Total Employees	33
Total Management	5
Total Non-Traditional	0

The Legislative Assembly had a slight decrease in the number of affirmative action employees being represented. The reasons for these are:

Professional positions in the department required a university degree and there were no suitable affirmative action candidates;

Affirmative action candidates have successfully filled entry level positions

Support for the Affirmative Action Policy

As an employing department that supports the context for affirmative action or develops and/or supports members of the affirmative action groups:

- The department follows the Affirmative Action Staffing guidelines that are set out in the Human Resource Manual, section 107, when filling all vacant positions in the department. Further, affirmative action groups are always given priority when casual employment is required in the department;

- Affirmative action employees are provided the training (courses, instruction, seminars, etc.) required to complete the duties of their position competently. This training benefits the employee for advancement within the particular area.

- The department supports all employees when they want to take courses that are outside the particular area they may be currently working. This is based on the assumption the employee will be an asset to the GNWT should they pursue employment in another work area.

The department through their Human Resource Officer and other senior managers discusses, on an ongoing basis, affirmative action employees who are looking to transfer from their current positions to other positions to take on new challenges and increase their knowledge and career potential.

Departmental Strategy for 2000

- Accelerate leadership development to focus on changing business realities and action;

- Develop a value based management system that has a strategic design, relevant measurement and effective implementation throughout the organization;

- Focus on human dimensions of quality.

DEPARTMENT OF MUNICIPAL AND COMMUNITY AFFAIRS

Departmental Goals for the Affirmative Action Policy

For the 2000-2001 planning period, the Department of Municipal and Community Affairs has set these goals to support the Government's Affirmative Action Policy:

- Implement new approaches to increase the number and enhance the development of Aboriginal employees in the department;
- Maintain the Human Resource Plan for the department.

These goals also support the department's *Invest In Employees Strategy,* as identified in the 1999-2002 Business Plan.

Affirmative Action Status

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	8	9	11
Indigenous Non-Aboriginal	16	2	2
Disabled	0	0	0
Women in Management	2	0	1
Women in Non-Traditional	1	1	3
Total Employees	75	23	17
Total Management	10	2	3
Total Non-Traditional	8	6	3

MACA has identified several reasons why the representation of affirmative action employees remained at the same level during the last year. They are:

- Professional positions in the department (e.g. municipal engineers, community planners, etc.) require university and technical education;
- Skill levels of many entry-level affirmative action candidates are poor;
- Local education and training opportunities, including distance education, is not always available;

- More competition with other employers, particularly community governments and Aboriginal organizations. These opportunities attract the same group of qualified Aboriginal employees;

Support for the Affirmative Action Policy

Internal Focus

The Department will support the Affirmative Action Policy through the implementation of its HR Plan.

External Focus

MACA continues to collaborate with other partners through the School of Community Government Division to deliver training to community government employees in a broad range of areas including community and board governance, technology, management, health and safety.

Departmental Strategy for 2000

MACA is committed to the following objectives:

- Improve our recruitment;
- Find new and effective ways to reach out to well-educated Aboriginal candidates for job openings;
- Improve summer work experience at HQ for students;
- Implement some different development activities;
- Organize cross-cultural training and orientation events;
- Broaden participation at SMC meetings through the inclusion of managers;
- Allow for more open consideration of employees for special tasks and assignments;
- Establish departmental guidelines for support of "educational" activities that are not covered by the Collective Agreement.

- Communicate more effectively.

- Improve information exchange through better and more regular division and regional meetings with opportunities for divisional and regional exchanges;

- Develop and implement an intranet/web site to respond to the information needs of MACA employees;

- Increase employees' access and exposure to the Deputy Minister through the use of simple and practical techniques.

NORTHWEST TERRITORIES HOUSING CORPORATION

Affirmative Action Status

The NWT Housing Corporation saw some positive results from their 1999/00 affirmative action initiatives. Based on statistics taken December 31, 1998 and December 31, 1999, the following table demonstrates these results.

Year	Aboriginal Employees	Affirmative Action Employees	Affirmative Action As a % of Total Management Positions
1998/99	26%	42%	50%
1999/00	30%	48%	50%

Corporation

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	10	5	10
Indigenous Non-Aboriginal	5	0	2
Disabled	0	1	0
Women in Management	2	1	0
Women in Non-Traditional	2	2	0
Total Employees	53	19	18
Total Management	15	5	2
Total Non-Traditional	n/a	n/a	n/a

Local Housing Organizations

	Headquarters/ Yellowknife	North	South
Indigenous Aboriginal	10	65	24
Indigenous Non-Aboriginal	3	9	8
Disabled	n/a	n/a	n/a
Women in Management	n/a	n/a	n/a
Women in Non-Traditional	n/a	n/a	n/a
Total Employees	19	81	38
Total Management	n/a	n/a	n/a
Total Non-Traditional	n/a	n/a	n/a

Successes

The corporation's Affirmative Action Employment Plan for the Western Territory during 1990/00, concentrated on the employment, training, and development of affirmative action people in the Yellowknife Headquarters and the Western Arctic and Great Slave Regional Offices. The corporation will continue with the approach to recruiting Affirmative Action candidates for available positions and training affirmative action employees for future advancement within the corporation. The corporation will continue to use, direct appointments and internal transfers and training positions to enhance the skill development of Aboriginal employees as well as facilitate the recruitment and promotion of Aboriginal candidates.

Some specific achievements in 1999/2000 include:

- The corporation employed the direct appointment process to fill one (1) Senior Manager position and one (1) Officer position with Aboriginal candidates.
- One Aboriginal employee completed the course work and practicum for the payroll administrator certification.
- Two Program Officer trainees completed their training and were appointed to Program Officer positions in the corporation.
- One Manager trainee completed her training and was appointed to the position, Manager, Community Development.
- In 1999/2000, the corporation employed 1 student from the Aurora College Management Studies Co-operative Program on a part-time basis.
- Release of a corporate employee on a part-time basis to instruct students in the Construction Technology for Women Program

The corporation continues to raise the level of awareness for corporate positions at the community level by posting employment opportunities locally and by contacting community organizations and employment centres directly when recruiting for vacant approved positions.

Most of the business of the corporation is conducted at the community level. The delivery of many corporation programs and services is carried out in 21 western arctic communities by the 138 employees of Local Housing Organizations (LHO). The value and condition of the corporation assets, the quality of services provided to NWT residents and general management of the housing portfolio rests largely on the skills and experience of LHO staff. 72% of LHO employees are Aboriginal and 86% are affirmative action employees.

A number of LHO staff find employment with the corporation, GNWT or community governments during their careers. Also, it has been noted over the past few years, that a significant number of corporation employees have found employment with the LHOs. Investment in the skill development of LHO employees is critical to the corporation and has been a priority since the inception of the corporation in 1974.

In 1999/00, the corporation entered into a contribution agreement, valued at $125,000, with the School of Community Government for the development and delivery of certified programs for Housing Managers, Assistant Manager/Controllers, and Tenant Relations Officers. Other departments in partnership with the School of Community Government, are the Department of Municipal and Community Affairs and Department of Indian and Northern Affairs. Corporation and departments' representatives in partnership with the School of Community Government have embarked on a collaborative approach to develop management and finance programs. This approach also involves established validation and advisory committees made up of employees from the LHOs, Hamlets, and Bands. In 1999/2000, the main focus is on the development of standards, job profiles, core program courses and specialized course materials for certificate programs. Development of course materials took into consideration various methods of delivery, such as on-site instructor, CD Ram, correspondence, and Internet. The provision of various methods of delivery will make the courses more accessible to community-based employees.

Student Co-Op Program: The corporation is also helping to develop the northern workforce through partnerships directed toward students. The corporation will continue to participate in the Aurora College Management Studies Cooperative Program through job experience placement. In 2000/2001, the corporation will continue with the job experience placement for students enrolled in this program.

Corporate Strategy for 2000/01

1. Affirmative Action Hiring Practices

The corporation will continue to focus on the level of awareness for corporate positions at the community level by posting employment opportunities locally and by contacting community organizations and employment centres directly. Local Housing Organizations are often a source for the recruitment of quality Aboriginal candidates as they have already acquired many of the skills necessary to enable them to perform the tasks of corporation positions. The corporation will ensure that LHO's receive information pertaining to available positions and actively recruit candidates from these organizations. Through the position description review, the corporation will identify equivalencies to formal education and ensure these are included in job advertisements. In addition, the corporation will

continue to exercise the option of direct appointment of affirmative action employees where appropriate.

2. Training Positions and Plans for Affirmative Action Employees

On-the job training, starting at the support staff level and following through the officer, middle management, and senior management levels is the approach the corporation has found to be most successful. Over the years this strategy has proven to be the ideal career path. The corporation has realized considerable success with long lasting effects using this strategy. In 1999 an Aboriginal employee was promoted to the position of District Director. This individual began his career in housing as a LHO Manager with local housing organizations in the Western Arctic and in 1997 he joined the corporation as a Community Development Officer - Programs. During his first year as District Director, this individual will have the opportunity to be mentored by the corporation's President, who is Aboriginal with twenty-two year's experience with the corporation.

The corporation has restructured some of their headquarters' divisions and district offices in a manner that is conducive to on-the-job training assignments. Effective April 1, 2001, two new district offices will be established to replace the corporation's sub-offices in Norman Wells and Fort Simpson. One of the Manager's positions is currently filled with an Aboriginal employee and the corporation has targeted the second position to be staffed with an Aboriginal individual. On-the-job training and mentoring of the District Managers will complement the establishment of these two districts.

The corporation will continue to create opportunities and offer management training assignments that will provide the flexibility to fast track Aboriginal individuals with management potential. The corporation will provide opportunities for Aboriginal individuals, such as temporary reassignments, cross training, acting assignments, transfer assignments, long and short term education leave and in- house training and mentoring. Study time during standard working hours will also be made available to Aboriginal employees wishing to further their education and their careers. The corporation will continue to access existing GNWT programs and services, such as the Education Leave Program, Apprenticeship Program and career counselling services.

3. Position Description Review

The corporation will continue to review job descriptions in conjunction with the implementation of the job evaluation process. Special attention is focussed on the requirements for certain levels of education and experience. Each group of positions is examined to determine exactly what competencies are required to effectively perform the duties of the job. Greater emphasis is also placed on cultural knowledge and equivalencies to formal education. Emphasis will be placed on equivalencies when recruiting.

4. Building Communities Strategy - The School of Community Government

In 2000/2001, through a continued partnership with the School of Community Government, the corporation will se the delivery of certificate programs and the development of diploma programs for LHO occupations. A major area of concentration in the corporation's 2000/2001 Affirmative Action Plan is the creation of opportunities for the skill development of LHO's management and administration employees. The corporation will continue to make every effort to ensure opportunities for skill upgrading and employment in the corporation are made available to this valuable and largely Aboriginal workforce.

5. Training and Employee Development Contributions to Local Housing Organizations

In addition to their base contribution levels, provided by the corporation for the operation of subsidized rental housing, LHOs may also access additional contributions to cover the costs of attending specific training courses and workshops. During the fiscal year, 1999\2000, the corporation provided $107,000 to the LHO's Board Members and staff to attend training courses, workshops and seminars. For the fiscal year, 2000\2001, the District Offices have a workshop and training budget, totaling $100,000 to continue the support of this initiative.

6. Business Cooperative Program

Cooperative learning programs build a bridge between the classroom and the work site and are one of the fastest growing fields of education. Cooperative programs provide students with an opportunity to experience real life work experiences while pursuing their academic course of studies. They also provide an excellent pool of northern and Aboriginal candidates for future permanent employment.

In the last two (2) years, the corporation has partnered with Aurora College and provided a total of three (3) students with placements through the Management Studies Co-Operative Program. As the employer partner in the program, the corporation provides salary and benefits, workspace during the placement period, and a mentor to provide advice, guidance and training. A performance review is carried out at the end of the placement period. During the 2000\2001 fiscal year the corporation will sponsor two northern students, contributing $20,000 to the program

7. Construction Technology for Women Program (CTWP)

The corporation contributes to the CTWP through the work release of one of the corporation's technical staff. This employee participates in the program as an assistant instructor, on a part-time basis. The program is targeted at high school female students interested in careers in the construction technology field.

DEPARTMENT OF PUBLIC WORKS AND SERVICES

Affirmative Action Status

	Headquarters/ Yellowknife	North	South	Dept. Totals
Indigenous Aboriginal	15	15	32	62
Indigenous Non-Aboriginal	22	2	1	25
Disabled	-	-	-	-
Women in Management	4	1	1	6
Women in Non-Traditional	2	1	0	3
Total Non-Traditional	38	19	31	88
Total Employees	101	40	61	202
Total Positions	111	46	75	232
Total Management	19	4	7	30
A/A Percentage	37%	43%	54%	43%

Support for the Affirmative Action Policy

Internal Focus

1. Provide Training Opportunities for Employees

   Public Works and Services have developed various individualized training programs combining work experience and formal education. We also support transfer assignments and secondments as an avenue for developing employees. Additionally, two female staff are currently involved in the CAP Management Program.

2. Provide Summer Employment

   The Department has made an effort to create as many summer job opportunities as possible for students. In the summer of 1999, 28 affirmative action students were offered employment in the department. The majority of these students are enrolled in post-secondary schools.

3. Support Education Leave

   Public Works and Services continue to sponsor Aboriginal employees enrolled in full time and part-time post-secondary programs. We also support employees attending Aurora College on a part-time bases or employees enrolled in correspondence programs.

4. Promote Qualified and Interested Affirmative Action Employees

The Department continues to manage its vacancies to ensure interested Aboriginal employees can be prepared and qualified for positions so that they can advance into senior positions. Whenever possible affirmative action employees are given the opportunity to act in senior positions or complete a transfer assignment in order to gain experience.

External Focus

1. Sponsor Math and Science Awards

PWS and DOT sponsor the Math & Science awards to high achievers in Grades 7, 8 and 9 in schools throughout the Territories. These awards are intended to encourage NWT students, including Aboriginal and female students, to do well in their Math and Science courses, since these courses are the basis for post-secondary technical training.

2. Training Contractors

The Petroleum Products Division in PWS continues to deliver on the job training and workshops to Fuel Contractors across the Territories. The majority of these individuals are Aboriginal who are trained in fuel handling procedures, safety and handling of dangerous goods.

DEPARTMENT OF RESOURCES, WILDLIFE & ECONOMIC DEVELOPMENT

Affirmative Action Status

The Department of Resources, Wildlife & Economic Development have a total of 418 positions, 356 of which are filled at the time of this report. Of the filled positions 189 (53.1%) are filled with affirmative action employees.

	Headquarters/ Yellowknife/North Slave	North	South
Indigenous Aboriginal	53	41	57
Indigenous Non-Aboriginal	21	7	4
Disabled	0	1	0
Women in Management	2	1	0
Women in Non-Traditional	1	0	1
Total Employees	192	72	92
Total Management	24	7	6
Total Non-Traditional	n/a	n/a	n/a

(filled positions)

Women in management positions: The department can report three women in management. Through continued efforts in career planning and development and the application of affirmative action in recruitment, the department will be working toward increasing the number of women in management positions.

Positions identified as non-traditional include Electronics Technician, Storesperson, Equipment Maintenance Coordinator, Air Operations Officer, Air Attack Officer, Air Tanker Base Supervisor and Manager, Mixmaster, Forest Officer, Renewable Resource Officer, Energy Management Officer, Crew Coordinator, Fire Crew Boss and Member, Towerperson and Patrolman. The department has two women in non-traditional positions. The number of applications by female candidates for non-traditional are very few and there has been no increase since the last report.

Disabled: One employee had priority status when recruited. There has been no increase in this category since the last report.

It is evident that there are still areas that can be improved both in this department and the Government as a whole to increase the affirmative action statistics.

The pay and benefit package offered by the GNWT has showed to be incompatible to offers made by other agencies and the Federal Government.

The fiscal reality has left little funding for education assistance and the cost of other formal training for staff. More emphasis will have to be placed on on-the-job training to give affirmative action employees an opportunity for gaining experience that will enhance their promotional chances.

The department has a major concern in that for many of the positions little progress is made in attracting affirmative action candidates. Positions such as biologist, geologist, economist, environmental protection and resource management positions all require a specific degree program. There are currently very few affirmative action candidates with the educational background that would qualify them for any of these positions. Unless there are more people from the affirmative action groups enrolling in those studies, there will not be a significant increase in affirmative action appointments. Employment planning on a government wide scale is required to encourage residence of the Western Territory to consider careers in these areas.

Support for the Affirmative Action Policy

Internal Focus

The Department of Resources, Wildlife & Economic Development is undertaking an extensive review of the department's affirmative action initiatives. It has been of concern that affirmative action graduates are experiencing difficulties, in spite of their formal education, in qualifying for GNWT positions. These graduates may have the required education, but fall short of the current minimum experience requirements. Senior managers of each division and region continue to review their positions and draft junior level job descriptions that can replace other positions as they become vacant.

The Education Assistance program is also under review. Working in this environment of economic restraint, the program has suffered the past year. The department currently has two Indigenous Aboriginal employees on education leave. Given the tight financial situation; a more innovative approach has to be developed.

The department supports employees in developing and enhancing their skills. Employees participate in short-term professional development activities such as courses, workshops and conferences. Informal learning activities that promote development include acting positions, mentoring programs, on-the-job training, secondments and transfer assignments.

Workshops were offered to expand skills in coaching and developing employees, providing training and giving presentations, project management, conflict resolution, job description writing, labour relations and communications.

In order to provide learning opportunities outside of learning institutions, the department will be encouraging employees to seek transfer assignments not only within the department, but also with private agencies and native organizations.

Secondments continue to be a successful method of providing career development for the staff.

Acting appointments are encouraged as means by which an employee can gain experience at a higher level and thereby increase promotional opportunities.

Casual work experience is seen by the department as a tool to provide affirmative action candidates with experience that will enhance their chances for employment within the Government. Currently, 38% of our casual employees are Indigenous Aboriginal and 15% are Indigenous Non-Aboriginal.

The department actively supports volunteer work experience. This provides high school students with work experience in preparation for entering the work force and opportunity to decide on career choices.

The department made an effort to create as many summer jobs as possible in 1999. Seventy-four summer students were hired in 1999. Forty-five (61%) were Indigenous Aboriginal and twenty-one (28%) were Indigenous Non-Aboriginal.

External Focus

The department runs three major programs that are targeting the NWT business community. This will benefit affirmative action candidates in gaining experience that will be of value should they be seeking future employment with the government:

1. Financial Assistance

- Business Development Fund is a contribution program that provides coverage over the full business cycle. It includes programs for start-up, promotion, expansion, training and wind-down.
- Grants to Small Businesses program is targeted at micro enterprises, especially arts and crafts or renewable resource based.
- Business Credit Corporation is a loan program open to all NWT business.
- Community Futures is a community based loan fund.
- Community Initiative Program is funding for community infrastructure or capacity building projects.

2. Advice and Assistance

- Business counseling through the Canada/NWT Business service Centre and in-house experts provide services to the business community
- Export counseling provides clients with matching services for opportunities, outside experts, training and missions
- Investment attraction seeks new investment dollars from outside of the NWT for expanding northern businesses.

3. Capacity building

- Business Incentive Policy helps northern businesses successfully bid on government procurements
- Manufacturing Directive provides NWT manufacturers with advantages on bidding government contracts
- Industrial Benefits ensure that northerners benefit from large-scale industrial development.

The department also assisted Aurora College in the curriculum development of a Pre-employment Diamond course that supports the value added diamond industry. To date, two courses have been held. Eighteen graduates from this program are indigenous Aboriginal. A number of them have obtained employment with Sirius Diamonds NWT Ltd. and BHP.

Departmental Strategy for 2000

The department has a strong commitment to the continued implementation of the Affirmative Action Policy through the staffing process. Stronger emphasis has been placed in the screening exercise on equivalencies and long time experience to compensate for formal education.

The new job evaluation process has resulted in a review of job descriptions as they are rewritten into the new format. Emphasis is paid to the removal of systemic barriers and of careful examination of the reasonableness of the job requirements.

Staffing by direct appointment has been a successful method of increasing the employment of affirmative action candidates.

The involvement of community representatives in competitions has proved successful in determining the most suitable candidate for a community.

One of the department's most successful undertakings is the staffing of the Renewable Resource Officer positions by affirmative action candidates. This program continues with ongoing support and assistance to new recruits by regional offices and senior renewable resource officers.

There is a strong commitment to continue to provide on-the-job summer employment experience for university students studying related disciplines. As well, the Aurora College Cooperative Education program was successful in our department providing an opportunity for six students to gain experience in their field of study. Four of the six were indigenous Aboriginal and one was an indigenous non-Aboriginal.

An employee recognition program for outstanding performance has been implemented. Sixteen awards were given to employees for their work on the Diavik review. We are currently preparing awards for six employees to recognize their work on the NWT Protected Area Strategy.

A performance-reporting format has been developed and implemented in the department. It includes data on employee training needs. This will be used to determine training and development priorities, as well as, to identify employee potential for development and promotion. Affirmative action employees' will be given priority in all such activities on a divisional and where possible, departmental level.

DEPARTMENT OF TRANSPORTATION

Human Resource Vision

The Department's vision for it's workforce is a cohesive team that recognizes the unique qualities of individuals, promotes excellence in service delivery to the people of the North and strives for a Public Service that is representative of the population it serves.

Affirmative Action Status

	Department
Indigenous Aboriginal	87
Indigenous Non-Aboriginal	36
Disabled	2
Women in Management	1
Women in Non-Traditional	1
Total Employees	242
Total Management	20
Total Non-Traditional	9

Support for the Affirmative Action Policy

1. Recruitment

   - the Affirmative Action Policy will continue to be supported in recruitment and promotion activities
   - job descriptions are routinely reviewed and consideration is given to the appropriate description of skills and abilities required to do the job
   - behavioral interviewing has been introduced to enable all job applicants to more easily present their competencies

2. Retention/Promotion

   - the GNWT Management Competency Model will be introduced, giving managers increased knowledge, skills and abilities to create processes and the atmosphere to support affirmative action candidates
   - the Career Development Program provides specific development opportunities for current employees, particularly affirmative action candidates

3. Development

- acting appointments, transfer assignments and secondments are used
- manager trainee positions have been established
- education support is provided

4. Recognition

- the talents and accomplishments of individuals and groups are profiled in the Department's newsletter

Department Strategy for 2000

1. Diversity of Positions

Transportation has a wide variety of jobs in every occupation category, in large and small communities and across the Territories. As a result, there are many employment options for affirmative action candidates.

2. Importance of Infrastructure

There is renewed interest in the transportation infrastructure as a result of economic activity in the Territories. Added attention to transportation issues creates a profile for the Department, supporting human resource planning including promotion of a representative public service.

3. Fiscal Restraint

The need to make effective use of limited resources leads to new and innovative approaches to support affirmative action candidates coming in to and being successful in the public service.

4. Focus on Partnership

The partnership message exists throughout the GNWT, from the Legislature to the departments. Opportunities to work jointly with others in the GNWT, as well as other governments and organizations outside government can be used to support affirmative action initiatives.